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Mentoring Strategies for the Support of High School Students Experiencing Anxiety and Depression: A Case-Study of Two Catholic High Schools
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Research Questions
- What strategies or interventions are being used in Catholic high schools by faculty members to address the needs of high school students experiencing anxiety and depression?
- How can schools provide support for these students through teacher-student relationships developed through mentoring opportunities?

Objective:
- To integrate the results of these questions in order to describe how mentoring opportunities, relationship-development, and instructional strategies can be used to support students experiencing anxiety and depression

Methodology
- Qualitative case-study with multiple case-study analysis to interpret data
- Set in two Catholic high schools in a medium-sized midwestern region, referred to as School A and School B
- Data were collected in three rounds: survey sent to all faculty and staff in each school, follow-up interview with a faculty member in each school, website search to clarify information mentioned previously

Findings

Teacher Roles
- Seeking Knowledge and Understanding of Anxiety and Depression
- Modeling Healthy Coping Strategies
- Collaborating with Parents and Other School Personnel
- Creating Supportive Environments to Foster Student Openness
- Actively Acknowledging the Individual
- Creating a Sense of Connectedness
- Establishing Acceptance and Trust
- Developing Small Communities
- Maintaining Inclusivity
- Nourishing the Whole Person

Research Question: How can schools provide support for students experiencing anxiety and depression through teacher-student relationships developed through mentoring opportunities?

Conclusions:
- Validated the Catholic school experience as unique and effective in addressing the needs of students experiencing anxiety and depression
- Identified the assets of the Catholic school—opportunities for spiritual nourishment and quality relationship-development—which can and do address these students’ needs
- Increased awareness and application of these assets for greater mental health among high school students

When surveyed of the signs and symptoms alerting school personnel to student experiences of anxiety and depression, “social isolation or peer rejection” was chosen by 56% of respondents in School A and 62% of respondents in School B, falling into the top 3 or 4 of 17 possible selections.